

Termly Planning Overview: 2020-21 Summer Term 1

	Week 1 19/4/21	Week 2 26/4/21	Week 3 3/5/21	Week 4 10/5/21	Week 5 17/5/21	Week 6 24/5/21	
<i>School events</i>	<i>Tri-Golf</i>		<i>May Bank Holiday</i>		<i>RE Focus Day</i>		
<i>Outdoor Learning</i>	<i>Growth Mindset Lesson</i>	<i>PSHE Warm-up</i>	<i>PSHE Warm-up</i>	<i>PSHE Warm-up</i>	<i>PSHE Warm-up</i>	<i>PSHE Warm-up</i>	
<i>Global learning</i>	<i>Links with Literacy topic: Being a Global Citizen, environmental issues which affect the world and people who influence and advise us on environmental issues.</i>						
<i>Growth Mindset</i>	<i>Brain Power! To create a 3D model of the brain; explaining how the brain works.</i>						
ENGLISH	Genre/Book Focus: <i>Brother Eagle, Sister Sky</i>		Genre/Book Focus: <i>Brother Eagle, Sister Sky</i>		Genre/Book Focus: <i>Brother Eagle, Sister Sky</i>		
Spoken Language	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.		Identify and discuss themes and conventions in and across a wide range of writing.		
Spelling	Recap Understand and add suffix -ation, Recap Understand and add suffix -ous. Spell some of the year 5 and 6 words correctly (English Appendix 1).		Recap Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. Recap Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. Spell some of the year 5 and 6 words correctly (English Appendix 1).		Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. Recap Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. Recap Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify. Spell some of the year 5 and 6 words correctly (English Appendix 1).		
Phonics							
Composition	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. Proof-read for spelling and punctuation errors, including the		Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.		Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		

(+handwriting)	<p>use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</p> <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).</p> <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
GRAMMAR	<p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</p>	<p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>

	Maintain positive attitudes to reading and understanding of what he/she reads by preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Maintain positive attitudes to reading and understanding of what he/she reads by preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.					
MATHS	Week 1 Focus: Fractions	Week 2 Focus: Fractions	Week 3 Focus: Fractions	Week 4 Focus: Fractions	Week 5 Focus: Fractions	Week 6 Focus: Fractions	
	Add fractions within 1 Add 3 or more fractions TTRS: x9 & x8	Add fractions Subtract fractions Subtract mixed numbers TTRS:x7 & x8	Subtraction - breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer TTRS: x7 & x9	Multiply non-unit fractions by an integer Multiply mixed numbers by integers Calculate fractions of a quantity TTRS: x6 & x8	Fraction of an amount Using fractions as operators Fraction problem solving TTRS:x6 & x9	Assessment TTRS: x6 & x8	
Computing	Power point presentations, research using the internet and refining searches. Links with other curriculum areas.						
Scientific Enquiry <i>The Big Question</i>	Do all plants need soil to grow? Ask relevant questions and use different types of scientific enquiries to answer them (Year 4/5 focus) Set up simple practical enquiries, comparative and fair tests (Year 4/5 focus) Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4/5 focus)						

	<p>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 /5 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p>
Science	Living things and their habitats
Topic Focus: The Incas	
History/ Geography:	<p>Use dates to order and place events on a timeline.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Compare accounts of events from different sources – fact or fiction.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Give some reasons for some important historical events.</p> <p>NB: Native American Indian History link with English: Use dates to order and place events on a timeline; Compare sources of information available for the study of different times in the past; Make comparisons between aspects of periods of history and the present day; Present findings and communicate knowledge and understanding in different ways.</p> <p>Native American Indian Geography link with English: Identify the physical characteristics and key topographical features of the countries within North America; Know about the wider context of places e.g. county, region and country; Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences; Know about changes to world environments over time.</p>
Art & Design/ Technology	<p><i>Cross curricular links to History and Literacy topic.</i></p> <p>Form and Pattern</p> <p>Plan and develop ideas;</p> <p>Shape, form, model and join;</p> <p>Use observation or imagination;</p> <p>Investigate the properties of media;</p> <p>Discuss and evaluate own work and that of other sculptors.</p> <p>Create own abstract pattern to reflect personal experiences and expression;</p> <p>Create pattern for purposes.</p>
Music:	<p>General musicianship</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p>

	<p>Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat.</p>
French:	<p>Food/Fruit Learn vocabulary and be able to state preferences. To speak in sentences and write simple sentences. To consolidate numbers 0-20 and progress to counting to 70.</p>
PHSE – Jigsaw	<p>Relationships</p>
RE Focus Day	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show their commitment to god? Religion: Sikhism</p>
PE:	<p>Jasmine PE</p>